State of Connecticut

RFI-06ITZ0040

Department of Information Technology

Request for Information

For

Enterprise Learning Management System

AMENDMENT # 1
provides the following:

- Provides Vendor Questions and Answers document.

Note: A signature line has been included below. A copy of this page signed in ink is required
with the Proposal to show that vendors have received this Amendment.

_____

VENDOR'S SIGNATURE ACKNOWLEDGING RECEIPT
(This page should be signed and returned WITH PROPOSAL. If vendor fails to submit signed
Amendment, vendor will still be responsible for adhering to its content)

APPROVED:_____

JACQUELINE SHIRLEY
DIRECTOR
IT CONTRACTS AND PURCHASING DIVISION

1.   Q: **The State of Connecticut has indicated their desire to have a full functioning copy of vendor's LMS for evaluators to access. Can the State please provide additional detail regarding intent, how it will measure success of evaluation, what will be measured, etc. Also, at what point in the evaluation process will this level of access be required? Will vendors have an opportunity to demo the product first and provide any necessary training?**

     A: The State of Connecticut requires a "hands on" experience to properly conduct this RFI process. A sampling of the proposed vendor product from a user perspective is necessary. The ability to review the product from administrator, instructor and other role perspectives is strongly recommended, but not mandatory. The ability to experience the product first hand may influence the State's ability to request additional review such as a webinar or onsite demonstration (reference "Presentations" section of the RFI). A request for additional information does not mean a definitive decision has been made with regard to a vendor product.

2.   Q: **The RFI suggests that DOIT is only interested in utilizing its enterprise wide technology system to host the LMS. Will DOIT entertain the idea of a Web browser ASP delivery system that takes care of all the administrative, maintenance, and technical support?**

     A: ASP solutions are out of scope of this RFI.

3.   Q: **The industry standard for content development is 300 hours of development time needed for every 1 hour of content produced. Please clarify the bullet under <u>Projects Costs</u> that says, "Vendor provided developer for 960 hours of customization support."**

     A: The State of Connecticut wants to know cost estimates for a small number of developer hours that may enable some training organizations to engage an enterprise LMS solution. Assistance needed may include LMS application initial configuration, LMS site set up and conversion of existing ILT content for LMS use.

4.   Q: **If DOIT decides to move forward with an implementation of an enterprise LMS/LCMS when would DOIT want to have the implementation completed and the system up and running fully functional?**

     A: An answer at this time would be speculative. Implementation time lines depend on enterprise LMS solution(s) that best match State of Connecticut training organization needs.

5.   Q: **Can the State provide information on what other 3rd party LMS applications are currently in use throughout the State?**

     A: During a survey of 12 State of Connecticut training organizations in 2005, 8 LMS solutions were identified. Because, there are over 70 state agencies, the definitive number of LMS solutions is not known. Vendor applications include Learn.Com, WebCT (Blackboard), Web Mentor and Pathlore.

6. **Q:** **In terms of System Architecture, reference is made in the overall DOIT site to J2EE architecture. Will the State consider other, compatible systems, whether based on .NET or other systems?**

A: Yes.

7. **Q:** **What is the criteria for determining what systems are acceptable?**

A: All technical solutions will be considered that are within scope of the RFI. Responses that sufficiently cover business requirements may then be subjected to a technical review under guidance of the DOIT Architecture and Standards team. The State of Connecticut may request additional information to help determine whether or not a proposed solution is technically feasible.

8. **Q:** **Does the State anticipate integrating the LMS with any Competency Management software, or to incorporate Competency Management into the LMS?**

A: Implementation of a statewide competency model across all participating agencies is not within scope of RFI #06ITZ0040.

9. **Q:** **Is the project funded or will the RFI responses be leveraged to gain approval/funding?**

A: A significant amount of effort is being invested in proper conduct of the RFI process. The end product of RFI #06ITZ0040 will be an assessment of findings and a recommended course of action.

10. **Q:** **If DOIT decides to move forward with an RFP when will that be issued?**

A: **See answer to question #9.**

11. **Q:** **Will an RFP definitely be issued following the RFI?**

A: Please reference RFI#06ITZ0040 "Disclaimers" section.

12. **Q:** **Is there a statewide competency model in place?**

A: Implementation of a statewide competency model across all participating agencies is not within scope of RFI #06ITZ0040.

13. **Q:** **Are qualifications and certifications tracked by the agencies, or is a statewide agency charged with ensuring regulatory compliance of employee qualifications? Please explain as much as possible.**

A: Many State of Connecticut organizations share common training requirements. However, tracking and audit of certifications, qualifications, CEUs and other periodic requirements varies from agency to agency. The proposed enterprise LMS solution should be flexible enough to allow a training organization to configure the LMS to its own tracking requirements.

14. **Q:** **Would any potential LMS deployment include law enforcement, medical, and other public safety agencies?**

    A: Quite possibly, yes.

15. **Q:** **As an accepted theory that learners retain knowledge most effectively when it is presented in their native language, is there a desire to offer multi-lingual content and portals for students (e.g. Spanish, Chinese, etc)?**

    A: The ability to deliver multi-lingual content is a requirement for some agencies. E-learning tools, in conjunction with or embedded in the LMS, which allow the LMS to deliver multi-lingual content will be considered.

16. **Q:** **Will non-employees (e.g. state residents, contractors, etc) be offered access to the system?**

    A: The scope of RFI #06ITZ0040 includes State of Connecticut employees. Responses that include external clients in the LMS model are not excluded from consideration.

17. **Q:** **Are there any union driven requirements associated with training (e.g. reports, training budget per union employee, et al)?**

    A: Yes.

18. **Q:** **Is there a statewide, cross-agency community of practice around learning?**

    A: Many forums exist.

19. **Q:** **The following requirement is set forth in RFI #06ITZ0040, "Demonstrate compliance with Americans with Disability Act (ADA) ADA - Section 508 and W3C." The Americans with Disabilities Act and Section 508 of the Workforce Rehabilitation Act of 1973 as amended in 1998 are separate Acts. The ADA website includes links to Section 508 of the Workforce Rehabilitation Act which provides specific recommendations for software accessibility. Voluntary Product Accessibility Templates (VPAT) are used to assist buyers in making preliminary assessments regarding the availability of commercial "Electronic and Information Technology" products and services with features that support accessibility. Would the submission of available VPATs for software be sufficient to demonstrate the availability of accessible features?**

    A: Submission of the VPATs as a first step is sufficient for starters. A VPAT has three columns:

Criteria	Supporting Features	Remarks and explanations

It is possible that the Supporting features column might be all blanks and the State of Connecticut recognizes that existence of a VPAT does not necessarily equate to compliance with Section 508.

20. **Q:** **The RFI states that, "User Data files will originate from Access, CoreCT, Pathlore, and PeopleSoft." Is the LMS system required to read these file formats, or will data be exported from these systems in a standard delimited format?**

    A: Data would be exported from these systems in a standard delimited format.

21. **Q:** **The RFI states, "Add/edit/drop registration into LMS of up to 50,000 users at one time." Will the registration data from Access, CoreCT, Pathlore, and PeopleSoft all be combine into one format? If so, what will the format be?**

A: No. Typically, users will be registered in groups ranging in size from several hundred to several thousand. Hypothetically, the State of Connecticut might need to implement a one-off data field add or change for all users on the LMS.

22. **Q:** **What would the "edit" of registration of 50,000 users at one time involve?**

A: The State of Connecticut might theoretically need to add or change a user data field subsequent to initial implementation of the application. One hypothetical example might include a one time modification of employee ID format and values. The number 50,000 roughly represents an upper limit to the number of users into the foreseeable future. More realistically, individual administrators may need to edit data on as many as 5,000 users at a time.

23. **Q:** **Does the State intend to have multiple databases of ELM?**

A: Yes.

24. **Q:** **The RFI states, "Filter on pre-defined and custom user data fields to work on desired groups of users." What actions will be performed on the User Data filtered as "groups of users"?**

A: Within the bounds of reason, "work" refers to the processes required to change user data and to associate users with ILT events, online courses and assessments. The term additionally applies to any report generation and communications activities.

25. **Q:** **The RFI states, "Import user transcripts (training history)." Will the transcripts from Access, CoreCT, Pathlore, and PeopleSoft all be combine into one format? If so, what will the format be?**

A: A required format has not been defined. The State of Connecticut seeks to understand data input options as part of the candidate vendor's response.

26. **Q:** **Does the State have any existing relationships with providers of published content? If so, which one(s)?**

A: Usage of vendor supplied training material varies greatly across agencies and over time. Responses to this RFI should not be based on any particular 3rd party e-learning library.

27. **Q:** **Are virtual classroom technologies used by the state? Which ones?**

A: Yes. Integration of virtual classroom delivery into LMS functionality is "nice-to-have", but is not a requirement. The ability to record virtual classroom events and track student participation in a manner similar to the LMS handling of traditional Instructor Led Training events is sufficient.

28. **Q:** **The RFI states, "Deliver any standard course in current AICC and SCORM formats." As all courseware standards are driving to SCORM, describe the level of SCORM compliance of existing courseware. How much of the State's existing content is not SCORM compliant ?**

A: Training content among organizations participating in RFI #06ITZ0040 is largely not purposed for online delivery. Courseware developed at the State of Connecticut is subject to the SCORM compliance levels of the authoring tools described in below.

29. **Q:** **Current AICC an SCORM formats do not address all the requirements set forth in this RFI for course development. Do you plan on having courses that take full advantage of the capabilities of the LMS course development system, or are you only going to create AICC/SCORM compliant courses? And, if you do intend to create "advanced" courses that include features not found in AICC/SCORM, do you intend to deliver both advanced and AICC/SCORM courses from within the same LMS system?**

A: For purposes of RFI#06ITZ0040 the candidate LMS will handle training content in one of two ways with regard to user-content association. Published content will be treated as either online courseware or as ILT content. Desirable attributes of a candidate LMS include the ease with which 3rd party and State of Connecticut authored courses may be fully managed, delivered and tracked within the LMS. The AICC/SCORM compliance statement is intended to guide the prospective vendor towards this end. "Advanced" courses would be treated as ILT content should the published format be incompatible with LMS management and delivery mechanisms. Note that the LMS needs to track user-content association for both online and ILT courses.

30. **Q:** **Please clarify this requirement from the RFI, " Firm provides support for adding mime types into the system if they are not already recognized." Vendors can pass any type of attachment through ELM to the learner, and it would be a question of the user's operating system being able to handle the attachment.**

A: The infrastructure support aspect of this requirement may be ignored. The LMS application should not inhibit the instructor's capability to deliver multimedia content of any common file format. The State of Connecticut is interested in learning details of the LMS product relationship between content delivery and student tracking mechanisms.

31. **Q:** **Please further define the following, "Track user utilization of multi-media presentations." Is the State speaking of multi-media presentations from within a course? Or about separate multi-media presentations that would be an entire stand-alone courses.? In other words, are the multimedia presentations complete courses? Or are there going to be several multi-media presentations put together with pages to provide a course?**

A: Currently, most multimedia presentations in use by training organizations participating in RFI #06ITZ0040 are not purposed for LMS management and delivery. The State of Connecticut wishes to review vendor responses in order to consider options with regard to this requirement.

32.   **Q:**   **Is the LMS expected to provide course assignments based on User registration data? Is the LMS expected to provide course assignments based on User Profiling, i.e. results of tests, time through course sections? Is the LMS expected to provide course assignments based on Time, i.e. a student has to retake a required course every 6 months or a year?**

        A: The State of Connecticut wishes to review vendor responses in order to consider options with regard to this requirement.

33.   **Q:**   **What authoring tools are currently used by the state? And is the State planning to use those tools with the new solution?**

        A: During a survey of 12 State of Connecticut training organizations in 2005, at least 9 authoring tools were identified. Because, there are over 70 state agencies, a definitive number is not known. Stand alone authoring tools include – Microsoft Publisher, Front Page, iCreate, RapidBuilder, CourseMaker Studio and Micromedia.

34.   **Q:**   **The RFI states, "The State of Connecticut requires robust training administration capabilities. The proposed model should demonstrate how one product or integration of multiple products effectively and seamlessly enhances a blended training program. Specify what components identified in Attachment 2, if any, are not addressed." Is it built to any specific standards (SCORM 2004, SCOR< 1.2, AICC?)**

        A: Training content among organizations participating in RFI #06ITZ0040 is largely not purposed for online delivery. Courseware developed at the State of Connecticut is subject to the SCORM compliance levels of the authoring tools described above.

35.   **Q:**   **The RFI states, "Provide a robust PowerPoint to courseware conversion utility." Does this have to be an integral part of the LMS or can the LMS link to a COTS application for this feature?**

        A: A COTS application may be used to satisfy this requirement. The State of Connecticut requires robust training administration capabilities. The proposed model should demonstrate how one product or integration of multiple products effectively and seamlessly enhances a blended training program. Specify what components identified in Attachment 2, if any, are not addressed.

36.   **Q:**   **The RFI states, "Cut and Paste" from one course to another. Is the State referring to individual text/source content, whole course pages or complete course sections or modules?**

        A: The guiding principle for this detail requirement is "ease of use." The State of Connecticut wishes to review vendor responses in order to consider options with regard to this requirement.

37.   **Q:**   **The RFI states, "Drag and Drop" is desirable. Does the "Drag and Drop" feature refer to course design flow or just page construction?**

        A: The guiding principle for this detail requirement is "ease of use." The State of Connecticut wishes to review vendor responses in order to consider options with regard to this requirement.

38.   **Q:**   **The RFI states, "Publish the courses in standard formats (e.g. AICC, SCORM, IMS)." Does this option refer to the delivery methods of publishing courses? Do you intend to deliver "standard" courses as web-enabled courses or CBT/other formats? Do you plan on using extended features of the LMS system to meet your RFI requirements because some of these features are not compatible with AICC/SCORM/IMS standards?**

       A: The guiding principles for this detail requirement are compatibility of the candidate LMS with COTS authoring tools; and ease with which published content may be maintained, edited and reused.

39.   **Q:**   **The RFI states, "Publish course for multiple delivery methods (Web browser, PDA, CD-ROM, paper, etc…) is desirable." Development of courses with tracking cannot be done in all the formats specified in the RFI. Many features specified in this RFI cannot be handled in CD-ROM or paper format. Does the State intend to develop several versions of a course to meet the multiple delivery methods, or does it expect the LMS to provide a culled-down version of the course for that media?**

       A: The State of Connecticut wishes to review vendor responses in order to consider options with regard to this item.

40.   **Q:**   **The RFI states, "Bulletin board for student posting (desirable)."** Does this option have to be an integral part of the LMS system, or can the LMS link to a COTS application for this feature?

       A: The LMS may link to a COTS application for this feature.

41.   **Q:**   **The RFI states, "Facilitated chat rooms and scheduled chat sessions."** Does this option have to be an integral part of the LMS system, or can the LMS link to a COTS application for this feature?

       A: **The LMS may link to a COTS application for this feature.**

42.   **Q:**   **The RFI states, "Automate notification to administrator/instructor upon enrollment change in an ILT event." Do administrators want to receive an email for every enrollment change rather than have the ability to monitor enrollments online as desired?**

       A: Proactive enrollment change notification is a desirable feature in some administration situations and should be an option. However, this is not a strong requirement.

43.   **Q:**   **The RFI states, "Instructor can record and track scores of assessments that were administered offline." Does this refer to tests conducted outside of the LMS for both LMS courses and other courses taken and not registered or contained in the LMS?**

       A: The candidate LMS will be used to manage and track associations and results between registered students and training events conducted both online and offline.

44.   **Q:**   **The RFI states, "Allow authors to password protect owned assessments." Please clarify what this means. Does it mean that the creator of an assessment/test/quiz can lock/protect their questions or test from others changing it?**

       A: Correct. The developer wants the authority to deny or grant permission to access owned content. This is not a strong requirement.

45. **Q:** **The RFI states, "Trainer feedback area for essay questions." Does this refer to when a test is being given? Is the user given a message area to send back to the trainer? And if so, does this contain the essay answer or other info? Also, is this a real-time action, or is the information logged in a post fashion like e-mail is sent?**

A: Communication between student and instructor would typically be conducted via email. The State of Connecticut wishes to review vendor responses in order to consider options with regard to this item.

46. **Q:** **The RFI states, "Schedule assessment assignments." How is the State planning on doing this? By user profile i.e. course taken? By time i.e. every 6 months or year? By a pre-defined schedule for this user? Please clarify.**

A: Students are assigned training events according to a wide range of criteria. Content to workforce association includes but is not limited to job function, organization and geographic location. Training events are typically associated with time parameters, particularly periodic statutory training. The State of Connecticut will review all vendor responses with regard to this requirement.

47. **Q:** **The RFI states, "Automatically trigger assessment assignments based on completed coursework." Are the users taken directly to an assessment when they finish a course, or is the assessment requirement put into their student schedule for them to take as a requirement at a later date?**

A: The State of Connecticut wishes to review vendor responses in order to consider options with regard to this item.

48. **Q:** **The RFI states, "Report center can be customized and configured to meet specific organizational needs." Does "reporting" refer to traditional reporting (queries, etc. presented in tabular or formatted fashion), or traditional reporting plus on-line view available to learners, managers and administrators?**

A: A "report center" means the user should be able to go to a single functional area in the LMS to generate queries and to obtain responses. Reporting typically includes any data set produced for the benefit of 2 or more people. Individual online, or "quick look", views into LMS data do not have to be a part of the report center.

49. **Q:** **The RFI states, "Employ a tiered approval process for user access." Does the "tiered approval process" apply to application security or some other aspect of the user experience?**

A: Authority to allow LMS access may belong to different managers depending on the profile of the prospective requestor. The LMS should possess a way to route registration requests to more than one administrator/approver.

50. **Q:** **The RFI states, "Provide one Administrator Support direct contact per participating agency up to a maximum of 30 agency contacts." Does this mean the State wishes to have a vendor contact for each agency or have ELM allow for one state contact per agency?**

A: Software support should allow for multiple state contacts across agencies (up to 30). Each participating agency may have a designated state employee who could seek direct assistance.

51.   Q: The RFI states, "Administrator may configure LMS features at multiple organizational levels." What LMS features should be configured at organizational levels?

   A: Training organizations should be able to customize the LMS user experience to be consistent with parent agency culture and style. The enterprise application administrator should be able to define user permissions for sub-administrators that meet needs and available resources of each training organization.

52.   Q: How many employees will use the learning solution?

   A: Reference RFI#06ITZ0040 "Projected Costs" section. During the initial year of operation the State of Connecticut could realistically register 20,000 employees into an enterprises LMS. About half of this population would be expected to take full advantage of LMS ILT enrollment and online course/assessment delivery features. Logistical limitations may restrict many registrants to one or possibly two training events. Steady growth is anticipated during the second and third years of operation resulting from conversion of ILT content to online courses and increased agency participation.

53.   Q: How many training administrators will utilize the system? How are the training administrators distributed/located (e.g. by state agency, etc.)?

   A: Reference RFI#06ITZ0040 "Projected Costs" section. Access for 40 administrators is more than sufficient. Many agencies and agency operated facilities maintain training organizations. Larger training organizations may employ one or a couple of administrators. Smaller training organizations typically rely on operations staff to also manage training programs.

54.   Q: Will the sample learning system trial period take place after a vendor has been chosen?

   A: The State of Connecticut requires a "hands on" experience to properly conduct this RFI process. A sampling of the proposed vendor product from a user perspective is necessary. The ability to review the product from administrator, instructor and other role perspectives is strongly recommended, but not mandatory. The ability to experience the product first hand may influence the state's ability to request additional review such as a webinar or onsite demonstration. A request for additional information does not mean a definitive decision has been made with regard to a vendor product. Also, please reference RFI#06ITZ0040 "Disclaimers" section.

55.   Q: Does the State want the vendor or implementer onsite during the entire 60-day trial period? Will the 40 evaluators use the system all day, every day during this time?

   A: For purposes of the RFI, the trial period needs to be vendor hosted. Unfortunately, reviewer time allotments may be limited and system usage will be modest.

56.   Q: What type of response is expected for the LMS Business Requirements in Attachment 1.

   A: Line item response to the 200 or so business requirements is not necessary for purposes of this RFI. We primarily need to be able to simulate use of the product from different role perspectives in order to understand how the LMS will look and feel to users, instructors and administrators. Supplementary model(s) that graphically illustrate how the application handles workflow components described in RFI Attachment #2 will also be of interest to the RFI review group. Finally, cost estimates and complete implementation requirements are very important to address.

Vendors may respond using just any Microsoft Office file format (Word, Excel, PowerPoint, etc), Adobe or text via email. Please note that 5 "hard copies" of the response is requested as well.

57. **Q:** **Some of the functionalities requested in Attachment 1 of the RFI, for example authoring tools with courseware conversion utility and reusable learning objects, are normally found in a Learning Content Management System (LCMS). In response to the RFI, should the assumption be that DOIT is looking for a LMS platform with imbedded LCMS capabilities?**

   A: The State of Connecticut requires robust training administration capabilities. The proposed model should demonstrate how one product or integration of multiple products effectively and seamlessly enhances a blended training program. Specify what components identified in Attachment 2, if any, are not addressed.

State of Connecticut
RFI #06ITZ0040

Department of Information Technology

Request for Information

for

Enterprise
Learning Management System

Issue Date:
March 20, 2006

Question Deadline Date:
March 31, 2006

Due Date:
April 21, 2006

OVERVIEW

The Department of Information Technology (hereinafter referred to as DOIT or the Department) seeks information about enterprise-wide Learning Management Systems (LMS's). DOIT wants to determine the feasibility of applying a standard set of eLearning tools for all state agencies to:

1. leverage aggregate cost savings through scale of use;
2. enhance employee development program effectiveness and capability; and
3. facilitate employee development program inter-operability.

The end goal is to obtain sufficient information to develop a report of findings and recommendation for DOIT's CIO. The report will include:

- an assessment of the business justification to pursue state wide LMS implementation at this time;
- an outline of preferred and alternative implementation models as applicable; and
- a cost benefit analysis for each implementation model.

This Request for Information (RFI) outlines the type of information being solicited from vendors and includes guidelines for content and format of responses.

Responses must be received no later than April 21, 2006. DOIT requests an original, four hard copies, and one electronic copy. Hard copies of responses may be sent to:

> Department of Information Technology
> ATTN: Warren Lee
> 101 East River Drive
> East Hartford, CT 06108-3285

Electronic copies may be e-mailed to Warren.Lee@ct.gov system timestamp for delivery no later than **April 21, 2006 3:00 P.M. E.S.T.**

STATEMENT OF PURPOSE

The purpose of this RFI is to gather product and company information from eLearning software vendors. The information will be used to ascertain how well vendor products or suites of products meet State of Connecticut employee development program needs. Information being sought includes software ability to:

- Manage employee training histories;
- Schedule, track and manage all training activities regardless of training delivery format;
- Allow non-technically oriented authors to develop and manage online courses;
- Load, edit, manage and deliver 3rd party content;
- Allow non-technically oriented instructors to easily write, edit and manage test material;
- Generate highly customizable reports on students and content.

A high level description of the entire LMS process being explored is represented in **Attachment 2**.

BACKGROUND

State of Connecticut agencies are typically self-reliant in the area of workforce development. Many organizations do not maintain dedicated training program resources as part of the organizational structure and are pressured to adopt tactical solutions to satisfy employee education mandates. Decisions regarding procurement of learning tools and methods of content delivery are taken on a day-to-day basis according to whatever opportunities are available at a given point in time. Consequently, the potential for the State of Connecticut to take strategic advantage of eLearning technologies has yet to be realized. Agency collaboration and adoption of common content development, management and delivery tools will prevent duplicate work as it occurs today and will enable more effective content sharing.

Because training solutions are often implemented at the sub-agency level, employee training record keeping is labor intensive. Currently, records are maintained through an assortment of software products and home grown applications, many of which are out of date or unsupported. In many cases, employee transcripts exist as a combination of paper and electronic formats. Potential certainly exists for agencies to maintain complete employee transcripts on a robust, enterprise wide application that would otherwise be unaffordable to the individual state organization. Because training delivery formats will continue to expand through use of classroom, webinar, video, online, etc… the need clearly exists for tools to consolidate employee training activity record keeping. Utilization of a standard transcript management application will lead to better trend analysis reporting, better evaluation of training efforts and generation of useful metrics that are currently far beyond the reach of most agencies today.

Training managers across the State of Connecticut are aware of recent maturation in the LMS market and have expressed interest in jointly investigating product features and functionality. The candidate product(s) is scalable and has the capacity for use wholly integrated into an agency level program and for use across agencies and/or support services. Should the candidate product(s) be recognized as a useful standard eLearning tool set for the benefit of State of Connecticut employees, DOIT may be interested in pursuing a master contract for all agencies' use.

RESPONSE CONTENT

Each respondent is asked to provide the following information:

Company

Clearly state what components of the LMS Workflow Process, **Attachment 2**, the product addresses. Responses are allowed from vendors whose product targets specific components as well as those that handle the whole process. DOIT seeks company and client profile information that may include resellers or implementation partners. This information will be used to gain a better understanding of the nature and capability of each respondent including experience with state regulatory agencies.

Product Information

Vendor products will be viewed by a significant cross section of the State of Connecticut training & education community. DOIT needs each vendor to provide a **full functioning**

example of their Learning Management System. The respondent will allow up to 40 State of Connecticut evaluators to access the system. Users will be permitted to experience the LMS from three different perspectives:

    a. Student;
    b. Site content & courseware developer; and
    c. LMS instructor/administrator.

Please supply product training material sufficient for users to learn how to operate & manage the LMS from all 3 perspectives above. Also, include a comprehensive description of hardware and software required to implement a DOIT hosted solution. A description of compatibilities with other, non-vendor software is helpful. The LMS trial use period should extend at least 60 days from the first login date.

Business Requirements

The scope of requirements is listed in Attachment 1 and Attachment 3.

Technology

The web based technological solution will reside on state premises. The target technical architecture should conform to the State of Connecticut Enterprise Wide Technology Architecture standards (http://www.ct.gov/doit/site/default.asp). All technology submissions will be considered, as the ultimate goal is to accomplish the business objectives. Also, vendors must provide a diagram of proposed target architecture with their submission. The technology should be scalable. Respondents should provide technology requirements for their product(s) including, if necessary, any special needs for making application modifications or deployment. All third party or proprietary hardware or software should be identified with respective version numbers. Browser product and support level must be identified.

Projected Costs

Cost is important. Respondents should provide the estimated total cost for DOIT to own and implement the enterprise LMS solution. Respondents should also provide an estimate of the subsequent annual support costs, if any. Implementation and ownership costs should include breakdown costs of the following items:

- LMS installation on DOIT hosted server(s);
- Client site training for 1 senior and 40 sub-administrators/instructors;
- Client site training for 40 site content and courseware developers;
- 10,000 active users (active = completion of 3 or more events – e.g. online courses, tests, or instructor facilitated sessions);
- An additional 10,000 'minimally' active users (minimally active = completion of 1 or 2 events);
- Software support for 30 State of Connecticut contacts (administrator/instructor/author);
- Software support is 9AM to 5PM Monday through Friday;
- Vendor provided developer for 960 hours of customization support (i.e. training content conversion, configure & load database, etc…);
- All other required charges and incidentals; and

- Unbundled cost of each optional feature (e.g. features offered above and beyond Attachment 1 Business Requirements).

If services such as application development are necessary to complete implementation, this activity needs to be described in detail. All costs for these services should be itemized.

Assume 2nd and subsequent year utilization at 20,000 active users and 20,000 'minimally' active users and up to 30 software support points of contact.

Product version releases and scheduled upgrades & repairs must be included in the estimate.

PRESENTATIONS

Responses will be reviewed by technology and training managers of State of Connecticut agencies interested in participation in this RFI. Respondents who provide clear, concise information may be invited to make oral presentations and product demonstrations to staff members using a standardized script and presentation format which will be provided to invited vendors in advance. The Department will select examples that demonstrate functionality identified as being critical or important. Note that attention will be given to the administrator's experience with the candidate LMS.

Only a limited number of firms will be invited to make presentations. Those firms not invited to participate in the RFI presentations will still have an equal opportunity to compete in a future RFP, if any. It is possible that some respondents will not be invited due to logistical and time constraints. All presentations will occur on State of Connecticut premises. At the Department's discretion, webinar may be acceptable in lieu of an onsite demonstration.

DISCLAIMERS

The Department asks for responses to this RFI for informational purposes only and will not be obligated in any way to use any of the information received. However, the Department reserves the right to utilize responses as source material if a Request for Proposal is subsequently released. Firms responding to this RFI will not be compensated in any way. Also, responding to this RFI will not enhance any firm's chances of receiving future work from the Department. Similarly, not responding to this RFI will not be a detriment to any firm when competing for future work. All RFI responses submitted by firms will become the property of the State of Connecticut.

In addition, the Department will not provide feedback regarding the quality or suitability of the vendor's solution to any subsequent RFP. The Department may, however, contact individual respondents for clarification of information contained in their response to this RFI. Vendors may refer the Department to jurisdictions with operating model installations or offer product demonstrations, but the state reserves the right to accept or decline any such referrals.

QUESTIONS

Administrative questions should be directed to: Warren Lee, Department of Information Technology at Warren.Lee@ct.gov All questions are due by March 31st, 2006 and answers will

be posted on the DOIT Website no later than April 12th, 2006 (the answers will be an addendum to RFI#06ITZ0040).

Attachment 1

LMS Business Requirements

The capabilities sought in an LMS are categorized and listed below. Items that are not actually requirements, but are desirable are marked as such in parenthesis.

I. User Data
  a. Provide all user roles required for client to manage a training program (i.e. administrator, trainer, manager, participant, etc…)
  b. Allow for creation of custom user data fields
  c. User data files will originate from Access, CoreCT, Pathlore and PeopleSoft
  d. Add/edit/drop registration into LMS of up to 50,000 users at one time
  e. Add/edit/drop registration into LMS of individual users
  f. Edit groups of registered users
  g. Inactivate groups of registered users
  h. Allow transfer of user and associated data between application instances of LMS
  i. Allow transfer of user transcript between application instances of LMS
  j. Filter on pre-defined and custom user data fields to work on desired groups of users
  k. Maintain active user records for up to nine years
  l. Allow for user data and user transcript archiving
  m. Define data that may be changed/updated by users
  n. Import user transcripts (training history)
  o. Establish user profile templates
  p. Create learning progression tracks
  q. Administrator prints User Data on individual and sets of individuals

II. Content Management and Delivery
  a. Deliver any standard course in current AICC and SCORM formats
  b. Customize "look" and navigation of course pages
  c. Easily load and manage content
  d. Deliver third party content (e.g. courseware from other vendors) – display quality is important!
  e. Demonstrate compliance with Americans with Disability Act (ADA) ADA - Section 508 and W3C
  f. Associate source content with many courses
  g. Support a wide range of instructional technology media
  h. "Cut and paste" source material from many software products (i.e. MS Word, html, Excel, PowerPoint) during course construction is desirable
  i. Launch executable files in their native formats from within a course (i.e. PowerPoint, flash, Media Player, Quicktime, Real Player, etc…)
  j. Firm provides support for adding mime types into the system if they are not already recognized
  k. Replicate and modify existing course and save as new course
  l. Track user utilization of multi-media presentations
  m. Completely remove desired content and courses from LMS
  n. Allow authors to password protect owned content
  o. Group and sequence online courses and related content
  p. Schedule course assignments

III. Authoring Tools
  a. Provide a robust PowerPoint to courseware conversion utility
  b. Provide ability to upgrade older versions of standard formats to current versions
  c. Author courses with little or no programming knowledge
  d. Replicate, reuse and revise content
  e. Create combinable "learning objects"
  f. Provide assorted design templates

g. Allow for creation of templates
h. Link to files and urls from within a course
i. "Cut and Paste" from one course to another
j. "Drag and Drop" is desirable
k. Use foreign language characters
l. Use sound files
m. Use video files
n. List acceptable graphic file types (jpg, gif, tif, bmp, etc…)
o. Publish courses in standard formats (e.g. AICC, SCORM, IMS)
p. Employ a tiered approval process for content publishing
q. Incorporate assessment questions within online courseware is desirable
r. Build stand alone assessments in standard (portable) formats
s. Use of interactive elements is desirable
t. Use of dynamic content is desirable
u. Publish course for multiple delivery methods (Web browser, PDA, CD-ROM, paper, etc…) is desirable

IV. Instructor Led Training
a. Bulletin board for student posting (desirable)
b. Facilitated chat rooms and scheduled chat sessions
c. View and print ILT training event enrollment rosters
d. Automate notification to administrator/instructor upon enrollment change (add, edit drop) in an ILT event
e. Search ILT classes
f. Print class information
g. User "self-help" enrollment in classes

V. Assessments and Exams
a. Instructor may grade both online and offline assignments
b. Possess templates to assist development of tests and quizzes
c. Instructor can push questions/answers to students
d. Instructor can manually edit scores of online assessments
e. Instructor can record and track scores of assessments that were administered offline
f. Associate assessments with courses
g. Support various question types: (Multiple choice, T/F, Yes/No, Short answer, Essay, Multiple-select, Matching, Fill-in-the Blank)
h. Allow questions to be "banked" for reuse
i. Allow for complete removal of questions and assessments from LMS
j. Support random delivery of assessment questions
k. Allow authors to password protect owned assessments
l. Can set allowed number of assessment submissions
m. Support multi-media integration with assessments
n. Support multi-media responses to assessment questions
o. Trainer feedback area for essay questions
p. Support assessment score feedback to students
q. Link questions to content before and after student takes assessment
r. Schedule assessment assignments
s. Automatically trigger assessment assignment based on completed coursework
t. Control whether or not students can print an assessment is desirable
u. LMS allows for both pre-course and post-course assessments to enable students to "test-out" of certain content
v. User can print own transcript

VI. Reporting

    a. Provide an intuitive, easy to use interface

    b. Report center can be customized and configured to meet specific organizational needs (ex. Can create report center based on user profile and can populate with report templates) is desirable

    c. Report enrollee participation and completion status in offline instructor led events

    d. Report enrollee participation and completion status in online facilitated events

    e. Display course score in total points and as a percentage

    f. Staff and Supervisor can view scores online

    g. Export records to common delineated format

    h. Filter report on students by all User Data elements

    i. Filter report on assessments by all assessment data elements

    j. Filter reports in "f" and "g" above by time parameters

    k. Filter reports using Boolean logic (AND, OR, NOT)

    l. All LMS reports may be generated from a single location within the application

    m. Report on user, and sets of users', activity including – date/time of last access & content accessed

    n. Report on active users who have not accessed a course or assessment

    o. Produce standard (built-in), customized (saved) and robust ad hoc reports

    p. Import and report on legacy training data

    q. Standard reports include, but are not limited to users who:
- have been assigned training;
- have completed training;
- are in progress;
- are overdue for training;
- will be need training within a specified time-frame

    r. Reports can be produced at user-selected summary and detail levels

    s. Configurable reporting with user-selected filters and sorting

    t. Assign varying access levels to reporting functions based on user responsibilities (i.e., individual employees can access their own training records, supervisors can access training records of people they supervise, managers can access training records for departments or divisions)

    u. Export reporting data in common desktop application formats (e.g. Excel)

    v. Integration with third-party software applications (ex. Crystal Reports, Cognos) is desireable

    w. Display results with visual features such as charts and graphs is desirable

    x. Summary reports on performance evaluations, competencies (by individual or enterprise-wide), and talent reports for succession planning is desirable

   y. Create and distribute certificates

VII. General Features

    a. Users authenticate to login to application

    b. Administrator may reset user passwords

    c. Administrator may edit User Name – Alternatively, administrator may associate user history with a new User Name and deactivate the old User Name

    d. Event based notification to users via organization's native email. Events include:
1. Registration approval/denial
2. Administrator and Instructor announcements

    e. Employ a tiered approval process for user access

    f. Customize "look" and navigation of site pages

    g. Technical Support 9AM to 5PM EST, Monday through Friday - one contact point for DOIT

    h. Provide one Administrator Support direct contact per participating agency up to a maximum of 30 agency contacts

    i. Provide feature updates and upgrades to maintain compliance with eLearning industry standards at least annually – include in pricing

    j. Submit project plan for proposed LMS implementation – clearly identify needed resources

    k. An work/storage area for users internal to the LMS is desirable

    l. Administrator may configure LMS features at multiple organizational levels

m. LMS "site" pages accept internal and external links
n. Meets DOIT EWTA for OS, browser and other software compatibility requirements
o. LMS is designed for intuitive use by people with limited PC experience
p. LMS architecture is relatively flat requiring minimal "drill down" to access tools and features
q. Describe application size and volume limitations and relationship to performance (ex. concurrent use of application, data base storage size, number of registered users, file size, course size, report size)
r. User "Chat" and "blog" capability is desirable
s. Chat session scheduling is desirable
t. Ability to save chat logs
u. Allows delivery of stand alone, multi-media presentations
v. Uses organization's native email system for messaging – specifically MS Outlook, Exchange and GroupWise
w. Students may view all work – completed, in progress and not started from a single point within the application
x. Provide on-line support with LMS fix, patch and upgrade documentation
y. Provide on-line product help desk reporting
z. Document, and share with client, help desk ticket activities to include date/time, problem, level of severity, actions taken and resolution
aa. An online user help facility exists and is customizable
bb. A robust search tool is desirable - includes search on keyword, course name/description, ILT event, user, instructor and location

VIII. Miscellaneous

a. Discuss how product(s) covers components in LMS Workflow diagram (Attachment 2)
b. Vendor will dedicate one contact person to coordinate implementation and follow up support
c. Provide full description of training services and a la cart costs
d. Demonstrate LMS capability to store, deliver and track e-learning standard (such as SCORM, IMS, AICC) courseware
e. Discuss update/release schedule and change control process
f. Discuss history of software changes and anticipated enhancements in immediate future
g. Discuss between release bug-fix strategy
h. Discuss how programming changes affect clients who provide own application hosting
i. Discuss LMS version support strategy
j. Discuss use of third party products with vendor product

ATTACHMENT 2
Learning Management System Workflow
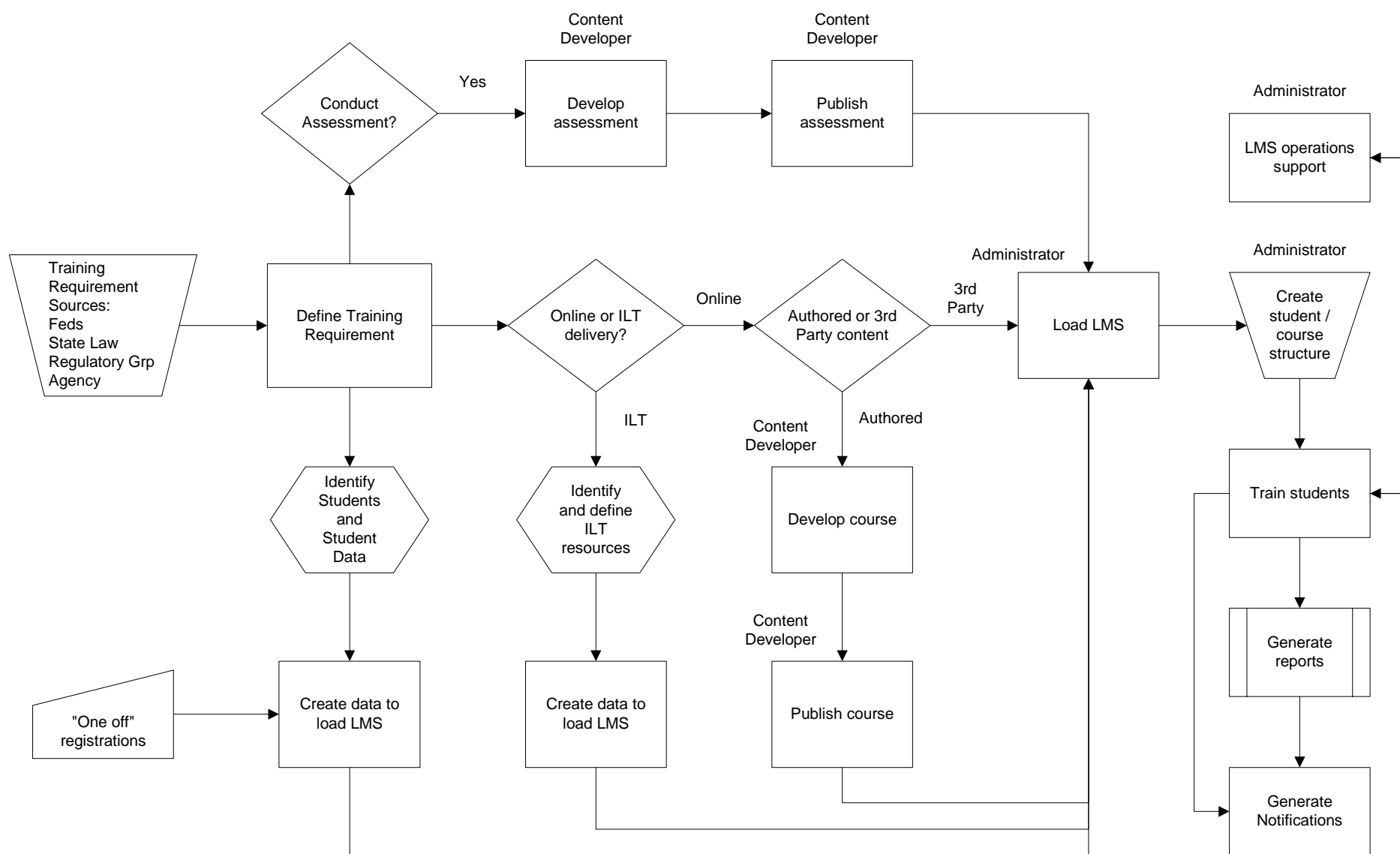
ATTACHMENT 3

User Data Elements

Below are types of items that may be stored and reported on. Data elements will vary by agency. This list is not all inclusive.

Last Name	First Name	Middle Initial	User Name	Employee ID
Location Code	Job Class Code	Bargaining Unit	Agency	Department
Agency Start Date	Position Title	Position Start Date	Position End Date	Office
Employee Status	Employee Type	Email	Work Phone	Agency End Date
Shift	Gender	Ethnicity Code	Special Requirement	Degree
Credential	Social Security Number			
Class Vendor	Class Approval	Class Cost	Class Status	Class Availability
CEU	CEU Type	CEU Source	Discipline	
Class Name	Class Code	Instructor	Site	Room
Site Address	Class Begin Date	Class End Date	Training Hours	Number of Sessions
Certification Type	Department	Credits	Credit Type	Class Type
Grade	Score	Participation Status		